DOCUMENT RESUME

ED 187 329 IR 008 418

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TITLE Library Skills for Elementary Teachers.
PUB DATE 76
NOTE 42p.; Some examples may not reproduce.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Elementary School Teachers; *Independent Study; *Library Guides; *Library Instruction; Library Materials; *Library Skills; Reference Materials

ABSTRACT

This manual for self-instruction in basic library skills for elementary school teachers focuses on the organization of the library and the finding aids available to the library user. The manual consists of a collection of six information sheets with illustrated examples on these topics: Organizational Systems, Library Classification, Library Treatment of Biographies and Fiction, Use of Indexes, Book Structure, and Reference Works. Each informational section is followed by a short self-administered test. (RAA)

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LIBRARY SKILLS FOR ELEMENTARY TEACHERS

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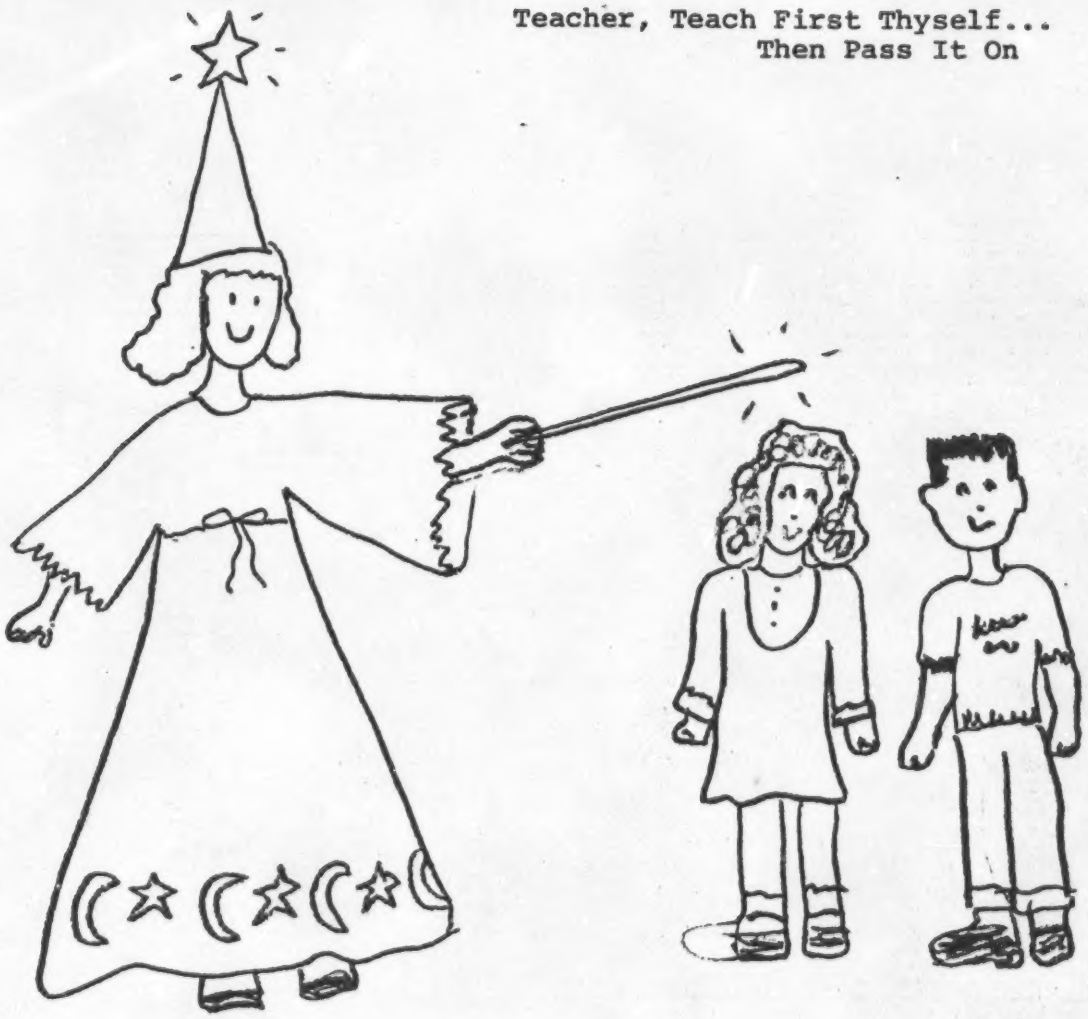
Teacher, Teach First Thyself...
Then Pass It On



Dedicated to those people who have said, "It's a mystery to me," when asked where something could be found in the school or public library. Abracadabra...all you need is a clue or two..not a magic word!

This manual seeks to teach classroom teachers how a library is organized because there are more library materials available today than ever before and teachers need them to meet educational demands such as individualized instruction. It is important that teachers be able to find the material they need, however, many teachers were not taught library skills when they were in school. Therefore, they don't understand library organization. This manual is not magic, but it may open the door to a world of undiscovered information and untried resources.

INFORMATION SHEET #1

Libraries are simply a collection of materials that are organized. To use them easily, you must understand their organizational system.

Stop a minute and consider your kitchen! How have you organized it? Do you have the cooking utensils near the stove? Have you grouped the canned fruit together, the vegetables together? Your system of organization is probably a great deal like your neighbors' system. The differences that occur probably result from different needs and different contents.

Or consider how you have arranged your clothing in your chest of drawers. There may be some unique characteristics to the organizational system for your chest of drawers, but chances are that your arrangement is similar to other people's. The organizational system we choose depends on use, priority of items, and rationality of grouping.

When we organize things, we can locate them more quickly. For example, we frequently organize test papers from high score to low score because that presents the information we want. We usually organize our class roles in alphabetical fashion because it is an organizational system with which we are familiar and because it speeds locating pupil's names. There are other systems we could use, but most of us use alphabetizing because it is

efficient. Think how frequently alphabetical order is used when information is put in a systematic fashion: telephone books, registration materials, catalogs, records in a store --and many more will come to mind.

In a similar way, alphabetical order is frequently used in libraries:

- o fiction books are alphabetically arranged by the author's last name
- o biographies are arranged by the last name of the person written about
- o the card catalog is arranged alphabetically
- o vertical files of pamphlets are arranged alphabetically
- o encyclopedias and other reference books are arranged alphabetically

and these examples do not include every instance in which this organizational system is used. It must be remembered, there are other systems that are used in libraries--numbers, color, and even size. The organizational system we use depends on the characteristic that is most important.

We use alphabetical order so frequently, <u>but most of us do not use it as easily as we use numerical order</u>. For instance, name every other number between sixteen and twenty-six. Now name every other letter between "P" and "Z." Which task required more time? Which was more difficult?

• Encourage students to practice using the alphabetical system.

• Encourage students to examine organizational systems to determine their characteristics and to determine

why one system is better in one instance, and a different system in another instance. There may be disagreement about which system is better or why they would have used a different system. These considerations will develop more divergent-thinking students.

SELF CHECK #1

1. To understand and use libraries, it is necessary to understand the ORGANIZATIONAL system being used.
2. There are many varieties of organizational systems that can be used, some of them are: ALPHABETICAL, NUMBERS, COLORS, OR SIZE.
3. If I wanted to locate a fiction book by an author I had heard was very good, I would use an ALPHABETICAL system based on the last name.
4. If I need a book about Sir Walter Raleigh or John Glenn, the most important consideration is that person and not who wrote the book; so I would use an alphabetical system based on THE BIOGRAPHEE'S NAME.
5. There are several organizational systems, as well as combinations of these systems, that are used by libraries. Alphabetical systems are used in arranging FICTION BOOKS, BIOGRAPHIES, CARD CATALOG, and VERTICAL FILES.

INFORMATION SHEET #2

Alphabetical order is used by most libraries to organize certain types of materials, such as fiction and biographical works. Sometimes alphabetical order is used in conjunction with other systems, such as numbers. An example of a combined organizational system which uses both numbers and alphabetical order is the Dewey Decimal System. This system organized library materials by subject.

The Dewey Decimal System was originated over a hundred years ago by Melvil Dewey. There are ten basic categories to this system. Each category represents a different subject or class of information. The system uses decimal points to increase the number of categories, and it can result in a symbol that looks like $\frac{973.3}{Bra}$. What does that mean? An article that appeared in Boys' Life in October 1971, explains it:

> All you do is to break the number down. The 9 means that the book is about history or travel, or is a biography, and the 7 ties it down to North American History. The 3 narrows this to a history of the United States. Every book with a 973 on it is a U.S. history. That 3 after the decimal point is a speedy way of saying, "This is a history of the American Revolutionary Way." A figure 1 would have said (in shorthand), "Exploration of the U.S.

When a library has gathered together all its books on U.S. history, they are placed on the shelf in alphabetical order according to the author's last name--that's what the "Bra" in our example represents--a name like Bradley or Branscomb. The library may use different portions of the author's name,

or maybe even some numbers in with the name, but the idea is the same--alphabetical order according to the author's name.

The Library of Congress System is based on letters instead of numbers, but it has the same purpose--to group similar materials together. These letters represent subjects and are not the same as alphabetical order.

The chart below will show you the symbols that are used to represent the different subjects in each of the two organizational systems.

Dewey Decimal	Library of Congress
000 General works (like encyclopedias)	A General works
100 Philosophy	B Philosophy--religion
200 Religion	C History
300 Social sciences	D History and topography
400 Language	E-F America
500 Pure science	G Geography--anthropology
600 Technology	H Social sciences
700 The arts (music, sports)	J Political science
800 Literature (poetry)	K Law
900 History (geography)	L Education
	M Music
	N Fine arts
	P Language and literature
	Q Science
	R Medicine
	S Agriculture

T Technology

U Military science

V Naval science

Z Bibliography and library science

It is not particularly important for you to remember what the numbers or letters represent, but do remember that they form a code that will lead you to the library's collection on a certain subject. The more you use the code, you will become familiar with those numbers that are frequently used.

Look at the preceeding chart and see if you can determine which symbol represents which subject. Try matching them up.

Religion	918
Communism	400
U.S.--Social life and customs	917.3
Latin America	200
Seasons	320.5
Language	525

Communism is a political dogma, so it is considered a part of the social sciences. Seasons are pure science. It might be difficult to separate the symbol for U.S. and Latin America without visiting the library. Just for fun--here are some location symbols that relate to various social studies units:

China 915.1 and 951 (geographical description and history

Far East 915 and 950

Middle East 915.6 and 956

Africa 916 and 960
Africa, East 916.7 and 967
Africa, North 916.1 and 961
Africa, South 916.6 and 966

Japan 915.2 and 952

Vikings 913.36
Explorers 920 and 923

America-Exploration 970.01 and 973.1

Lewis and Clark Expedition 973.4

Voyages and travels 910.4

Climate 551.6
Weather 551.6
Seasons 525

Middle West 917.7 and 977 (description and history)

SELF CHECK #2

1. The purpose of the Dewey Decimal System and the Library of Congress System is to GROUP BY SUBJECT.
2. The Dewey Decimal System uses NUMBERS in its code, and the L. C. System uses LETTERS.
3. If I was looking for a book on astronomy, I would expect it to be located in the 5 0 0 classification because that classification includes all the SCIENCE BOOKS.
4. 523 could represent the location symbol for The Stars Asi by Asimov, (T) or F?
5. A book about philosophy of education would be designated by an LB, if the library used the LIBRARY OF CONGRESS System.

INFORMATION SHEET #3

In the first two modules we explored the systems that are used by libraries to organize materials. Usually the organizational system is established because of the needs or habits of the library user.

For example, people often want a fiction book because it was written by a certain author whose writing they have enjoyed reading. So fiction books are arranged alphabetically by their author's last name. However, when a library user wants the life story of a particular individual or type of individual, they are secondarily interested in who wrote the biography--so biographies are alphabetically organized by the name of the person described in the biography. Biographies are often designated with a "B" for its symbol and an "F" for fiction. The alphabetical treatment of the names establishes the order on the shelf.

Nonfiction books are wanted by users when they concern a particular subject. These subjects are designated by letters or numbers; and organized on the shelf from smaller to larger number or from A to Z.

Okay, so the library gets the books organized. How do you know where to find a certain book or even if it's in that library? The library gives this information to you in a catalog, much like the Sear's catalog shows you what they have to offer. Although some library catalogs are in book form like the Sear's catalog, most of them are written on

cards. Library catalogs can even be tied in with a computer!

For your convenience, the library provides you with three different ways to locate your material. Each of the three ways will give you the same information but the cards will appear in the catalog in a different place because of what is written on the top line of the catalog card. You need to remember that the card catalog is in alphabetical order. Look at the three sample catalog cards on the following page. If you had known that you wanted a book written by George Barr, you would have looked up his name in the "B" drawer and found this author card. The same book could be found by looking in the "S" drawer for a science book. The title is the third way to find that book. However, the top left-hand corner has the same symbol--$\frac{507.2}{Bar}$.

The catalog card will tell you some general information about the book, such as the number of pages it has and when it was published. But the most important information the card provides is <u>where you can locate that book</u>. This information is found in the top, left-hand corner. This symbol is the call "number"--even though it also uses letters. Confusing? Well, just remember that the call number gives you the information you need to locate that book. Let's consider the system that the librarian used to place the books on the shelf.

If I asked you to write numerals 0 to 9 across the top of a page, you'd begin at the left with 0 and move to the

507.2
Bar Barr, George
Show Time for Young Scientists
McGraw-Hill, 1965
158 p., illus.

(Sample of an author card)

507.2
Bar SCIENCE-EXPERIMENTS
Barr, George
Show Time for Young Scientists
McGraw-Hill, 1965
illus., 158 p.

(Sample of a subject card)

507.2
Bar Show Time for Young Scientists
Barr, George
Show Time for Young Scientists
McGraw-Hill, 1965
illus., 158 p.

(Sample of a title card)

right until you numbered up to 9. Correct? Likewise, if I asked you to write the alphabet across the top of the page, you would begin with A, go across the page with letters until you reached the edge and drop down to the next line until you finished through Z. That's the way books are placed on library shelves. Just imagine that the bookshelf is a sheet of paper. The librarian puts the symbol on the spine of the book to match the symbol on the top left-hand corner of the catalog card. This is also a convenience for you, you can tell when you have found the book you want by matching the symbols and you don't even have to take the book off the shelf.

SELF CHECK #3

1. The purpose of library organization of nonfiction books is to bring together books because they are the same SUBJECT.

   author subject size color (Select one)

2. The symbol that indicates where the book is located, is called the CALL NUMBER.

3. If I was looking for a biography about Abraham Lincoln, I would look: in the "A" for Abraham, in the author's name, (in the "L" for Lincoln.) (Circle one)

4. Which book with the following classification numbers would be located to the left of the others?

   536 548 674 674.5 700 521 820.9

   521

5. If you do not know who wrote a book, but you do know the name of the book, you can find the location symbol in the catalog by looking on THE TOP LEFT-HAND CORNER OF THE CARD.

INFORMATION SHEET #4

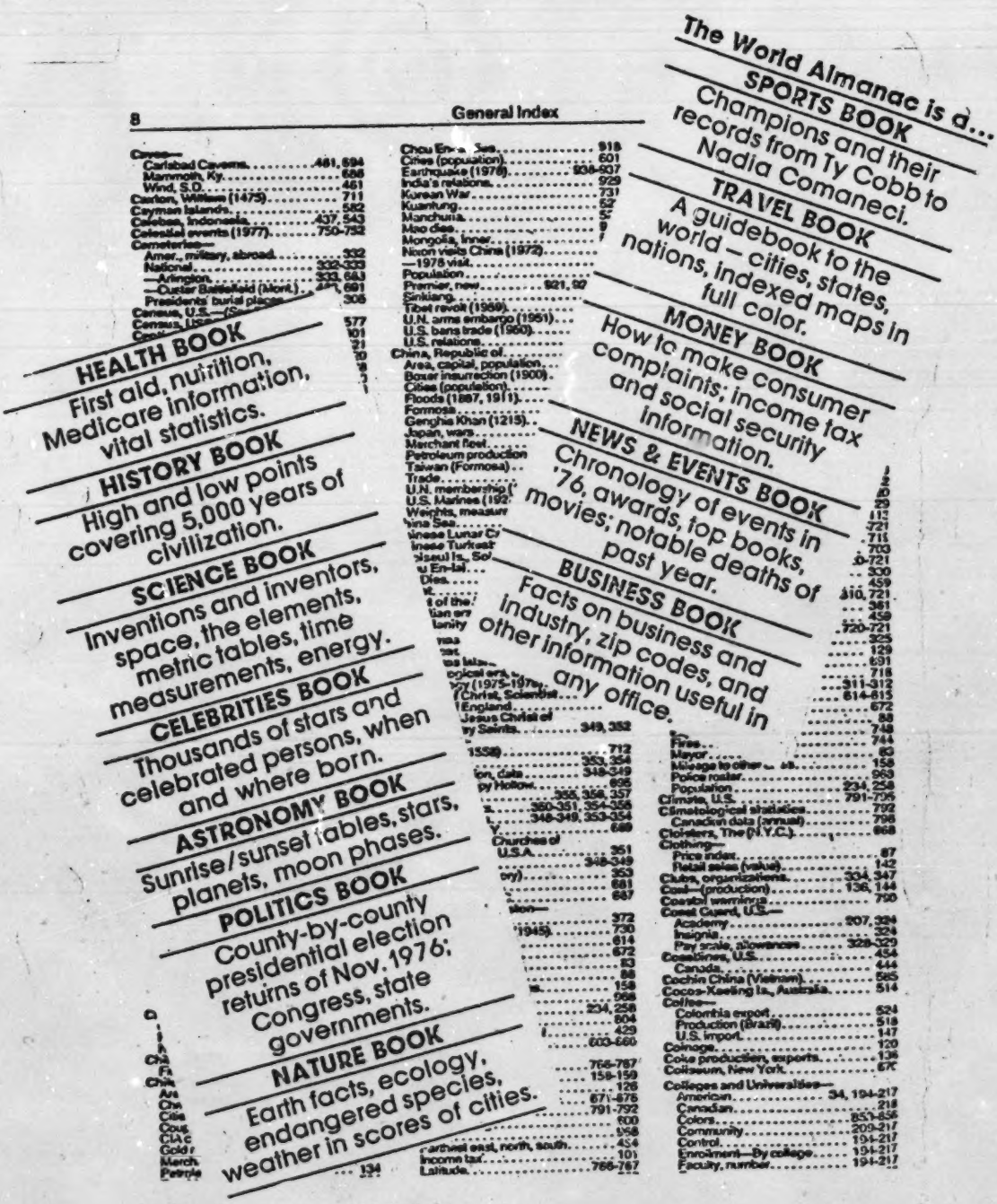
An index is an alphabetized list of names, places, and subjects. Indexes allow you to find information quickly and easily because it indicates the place where information may be found. Indexes may be a part of a book, an entire book, or an index not in book form.

For example, the card catalog is an index of the material contained in a library but it is not in book form. Nonfiction books have an index located in the back of the book. The Reader's Guide to Periodical Literature is an entire book that is an index. All these indexes have common characteristics: alphabetical order and symbols that tell where the information can be found.

We need to utilize indexes in the classroom because they are important sources for locating information. Think how often we thumb through a book to locate a topic, instead of using the index which would give us the exact page. We tell students to turn to a certain page in their text instead of asking them to locate the topic in the index and turn to the appropriate page. Students should be encouraged to become index users--in books, encyclopedias, and the card catalog. To use an index effectively and efficiently, the student needs to remember these two things: indexes use alphabetical order and have symbols to tell where the information can be found. The key to these symbols is usually located at the beginning of the index.

An interesting index is found in the World Almanac--it is also the Table of Contents and is located at the front of the book. The World Almanac index can help students find current material, and enrich classroom experiences. Most books take up to two years to prepare them for publication and therefore, the information can be outdated. An almanac is published yearly, and comparing its information with even the most recent textbook, can be interesting and revealing to students. Page 114 has a sample page from the Index/Table of Contents, and a preview of current information that the book contains.

There are many indexes, some restricted to specific subjects, that can aid the classroom teacher in locating information to use in developing units of work or by providing enrichment materials. You can find these indexes in Reference Collections--in public and college libraries. Following are some examples of indexes that might be helpful. You will notice that they are in alphabetical order and provide a location symbol. . . . "I'd like to have a book to read to my class that relates to our unit in Social Studies." Look in the back of the Children's Catalog, find an appropriate title--check the card catalog to see if the book is in your school library. It is very probable that your school librarian will have a copy of Children's Catalog (13th edition, 1976, Barbara E. Dill, ed., H. W. Wilson, N.Y.).



Caves—
Carlsbad Caverns 481, 694
Mammoth, Ky. 686
Wind, S.D. 461
Carlton, William (1475) 711
Cayman Islands 582
Celebes, Indonesia 437, 543
Celestial events (1977) 750-752
Cemeteries—
Amer., military, abroad 332
National 332-333
—Arlington 333, 683
—Custer Battlefield (Mont.) 491, 691
Presidents' burial places 308
Census, U.S.—(See...
Census, Use...
Cent...
Chou En-...
Cities (population) 601
Earthquake (1976) 936-937
India's relations 929
Korean War 731
Kuantung 52
Manchuria 52
Mao dies 9
Mongolia, Inner 1
Nixon visits China (1972) 1
—1976 visit 1
Population 1
Premier, new 921, 92
Sinkiang 1
Tibet revolt (1959) 1
U.N. arms embargo (1951) 1
U.S. bans trade (1950) 1
U.S. relations 1
China, Republic of 1
Area, capital, population 1
Boxer insurrection (1900) 1
Cities (population) 1
Floods (1887, 1911) 1
Formosa 1
Genghis Khan (1215) 1
Japan, wars 1
Merchant fleet 1
Petroleum production 1
Taiwan (Formosa) 1
Trade 1
U.N. membership 1
U.S. Marines (192... 1
Weights, measure... 1
China Sea 1
Chinese Lunar Ca... 1
Chinese Turkest... 1
Chiseul Is., So... 1
Chou En-lai 1
Chs. 1
Chr... 1
Chr... 1
Chr

CHILDREN'S CATALOG

AUTHOR, TITLE, SUBJECT, AND ANALYTICAL INDEX
THIRTEENTH EDITION, 1976

China

Spencer, C. The Yangtze, China's river highway (4-6) 915.1

See also China (People's Republic of China, 1949-)

Art

See Art, Chinese

Bibliography

The Chinese in children's books 016.3014

Fiction

Chrisman, A. B. Shen of the sea (5-7) S C
DeJong, M. The house of sixty fathers (4-6) Fic
Flack, M. The story about Ping E
Handforth, T. Mei Li E
Lattimore, E. F. Little Pear (1-4) Fic
Lewis, E. F. Young Fu of the upper Yangtze (5-7) Fic
Merrill, J. The superlative horse (4-6) Fic
Ritchie, A. The treasure of Li-Po (3-6) S C
Treffinger, C. Li Lun, lad of courage (4-6) Fic

Folklore

See Folklore—China

History

pages in the following books:

...ot, M. H. comp. The Arbuthnot ...gy of children's literature p876-79 808.8

...ay, N. Looking at China p18-22 (4-6) 915.1

Rau, M. Our world: the People's Republic of China p7-42 (6-7) 915.1

Sidel, R. Revolutionary China: people, politics, and ping-pong p13-42 (6-7) 915.1

Manners and customs

See China—Social life and customs

Religion

See pages in the following books:

Wolcott, L. Religions around the world p71-87 (5-7) 291

The World's great religions. Special edition for young readers p57-76 (5-7) 291

Social life and customs

Hsiao, E. A Chinese year (3-5) 915.1

Marco Polo's adventures in China (5-7) 92

See also pages in the following book:

Berry, E. Eating and cooking around the world p89-93 (5-7) 641.3

China (People's Republic of China, 1949-)

Gray, N. Looking at China (4-6) 915.1

Rau, M. Our world: the People's Republic of China (6-7) 915.1

Sidel, R. Revolutionary China: people, politics, and ping-pong (6-7) 915.1

A Chinese Cinderella. Hume, L. C.
In Hume, L. C. Favorite children's stories from China and Tibet p15-22 398.2

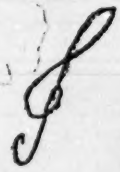
Author's name

Title

Dewey Decimal number

grade level

"I'm tired of using the same songs all the time, I'd like something new!" Look in Children's Song Index, (Helen Grant Cushing, comp., H. W. Wilson, N.Y., 1936).



104 CHILDREN'S SONG INDEX

China—Songs about—*Continued*
The China-boy. *Dar* 4
Chinese song ("Far away in China, that's over the sea") *Dar* 3
The dream junk. *Ter*
Feast of lanterns ("Feast of lanterns, tra la la la la") *Ter*
The feast of lanterns ("Tching-a-ring-a-ring-tching") *MotE* — *MotL* — *Sn* — *WisC*
"Feast of lanterns, ting-ling-ling-ling." *Ho*
Finger play ("See! see! I'm on Grandpa's knee") *Ter*
The flower of China. *Fo* 2, 3—*Foll*—*FoT* 1, 3
Funny furry-ears. *Ter*
The gift flower. *Ter*
In China ("The Chinese maids have feet that are small") *DogU*
In China ("Far away, in a land called China") *Bry*
In China ("In China, in China, the land of Cathay") *Part*
In China ("You have silken clothes to wear") *Mi*
The little Chinese boy. *NeL*
Ming and Woo. *DogM*
Music in China ("Rose-girls dance to the moon-guitar") *ArF* 1
"O little doll from China." *Ril*
Playing the samm-jin. *Ter*
Sewing for dolly. *Ter*
Strange ("It seems so very strange to me") *Mu* 3—*MuT* 2
Sunrise in China. *DogA*
Topsy-turvy ("Hi, lo sing a ring") *ArF* 2
The velly good dragon. *Ter*
Wei Hai Wo. *Mob*
"What's the news." *Ter*
"Wing Foo." *Ben* 2—*BenP*—*P*

Folk and tra-
The Krefty ("F
the hill")
The fiv
grass".
Moo-lee-a
Jasmin
The jas
Mu 3-
"Oh, lily, lily
Old Chang, h
"A red pepp
MuC 2—*Mu*
The China-boy.
by H. W. Loomi
"China-going P. an
The Chinese fan. Si
Chinese lullaby ("Sna
be fed") Old Chine
WisS
"The Chinese maids h
small." See In China
Chinese music. See Mus
Chinese schools. See Sch
Chinese song ("Far away
over the sea") *Dar* 3
Chinese writing. See Writin

Ching-a-ling. Singing game. *Ho*
"Ching Loo, China boy." See Never mind
"Ching, ring, ring, our sleighbells sing." See Ye coaching carol
"Chink, chink, chink." J. Offenbach. *Fo* 4
The chipmunk ("Little chipmunk, seems to me") K. Strong. Words by A. Walker. *Gi* 1—*GiIn*
Chipmunks. See Mammals—Chipmunks
Chipping sparrow. The bird's melody with words. W. B. Olds (music and words) *OlS*
"Chippy, chippy, chippy, chippy, chippy, chippy, chip." See Chipping sparrow
"Chiree, chiree, chiree." See The robin
"Chirp, chirp, chirp, chirp, chiree." See The birdie's song
"Chirp, chirp, chirp the crickets say." See Crickets
"Chirp! chirp! cricket chirping." See The cricket
"Chirping, chirping, chirping, chirping." See Crickets
Chirpings ("The baby swallow chirps") E. Smith. Words from the French, tr by E. Poulsson. *c. PouS*
The Chisholm trail. Cowboy song. First version. *La*
—Second version. *La*
Variant: The Alamo trail
Chittenden, L. E.
Who can tell (Kro—
"Chô, chô tombo -
Choate, Isa
Oiik

Key to Language Abbreviations

bo.	Bohemian
c.	Chinese
da.	Danish
e.	English (used only for English translations)
f.	French, including dialects
fl.	Flemish including dialects
i.	Italian, American, including Indian, all languages
ind.	Indic languages (languages of India)
j.	Japanese
l.	Latin
n.	Norwegian
p.	Polish
po.	Portuguese
r.	Russian
s.	Spanish
sw.	Swedish

Key to Miscellaneous Abbreviations

arr.	arranged
bds.	boards
cl.	cloth
comp.	compiled, compiler
ea.	each
ed.	edited, edition, editor
enl.	enlarged
jt. auth.	joint author
jt. comp.	joint compiler
n.d.	no date
o.p.	out of print
pa.	paper
pseud.	pseudonym
rev.	revised
tr.	translation
v.	volume, -s
w.	words

"I need a poem to use as a chorale reading in a class performance." One place you might look is Granger's Index to Poetry (6th edition, William James Smith, ed., Columbia University Press, New York, 1973).

Key to Symbols

Magic Circle, The (MaC). Louis Untermeyer, ed.
More Silver Pennies (MoSiPe). Blanche Thompson, comp.

On City Streets (OCS). Nancy Larrick, comp.
One Thousand Poems for Children (OTPC). Roger Ingpen, ed. (1923); Elizabeth Hough Sechrist, ed. (1946).
Out of the Ark (OA). Gwendolyn Reed, Comp.
Oxford Nursery Rhyme Book, The (OxNR). Iona Opie *and* Peter Opie, comps.
Patriotic Poems America Loves (PAL). Jean Anne Vincent, comp.
Piping Down the Valleys Wild (PDV). Nancy Larrick, ed.
Pocketful of Rhymes, A (PoRh). Katherine Love, ed.
Poems for the Children's Hour (PCH). Josephine Bouton, comp.
Posy Ring, The (PRWS). Kate Douglas Wiggin *and* Nora Archibald Smith, eds.
Rainbow Gold (RG). Sara Teasdale, comp.
Rainbow in the Sky (RIS). Louis Untermeyer, ed.
Reading of Poetry, The (RePo). William D. Sheldon, Nellie Lyons, *and* Polly Rousult, eds.
Silver Pennies (SP). Blanche Jennings Thompson, comp.
Sing a Song of Seasons (SiSoSe). Sara *and* John E. Brewton, comps.
Sound of Poetry, The (SoPo). Mary C. Austin *and* Queenie B. Mills, eds.
Stars to Steer By (StaSt). Louis Untermeyer, ed.
Story and Verse for Children (StVeCh). Miriam Blanton Huber, ed.
Sugar and Spice (SAS). Mary Wilder Tileston, comp.
Sung under the Silver Umbrella (SUS). Association for Childhood Education.

Subject Index

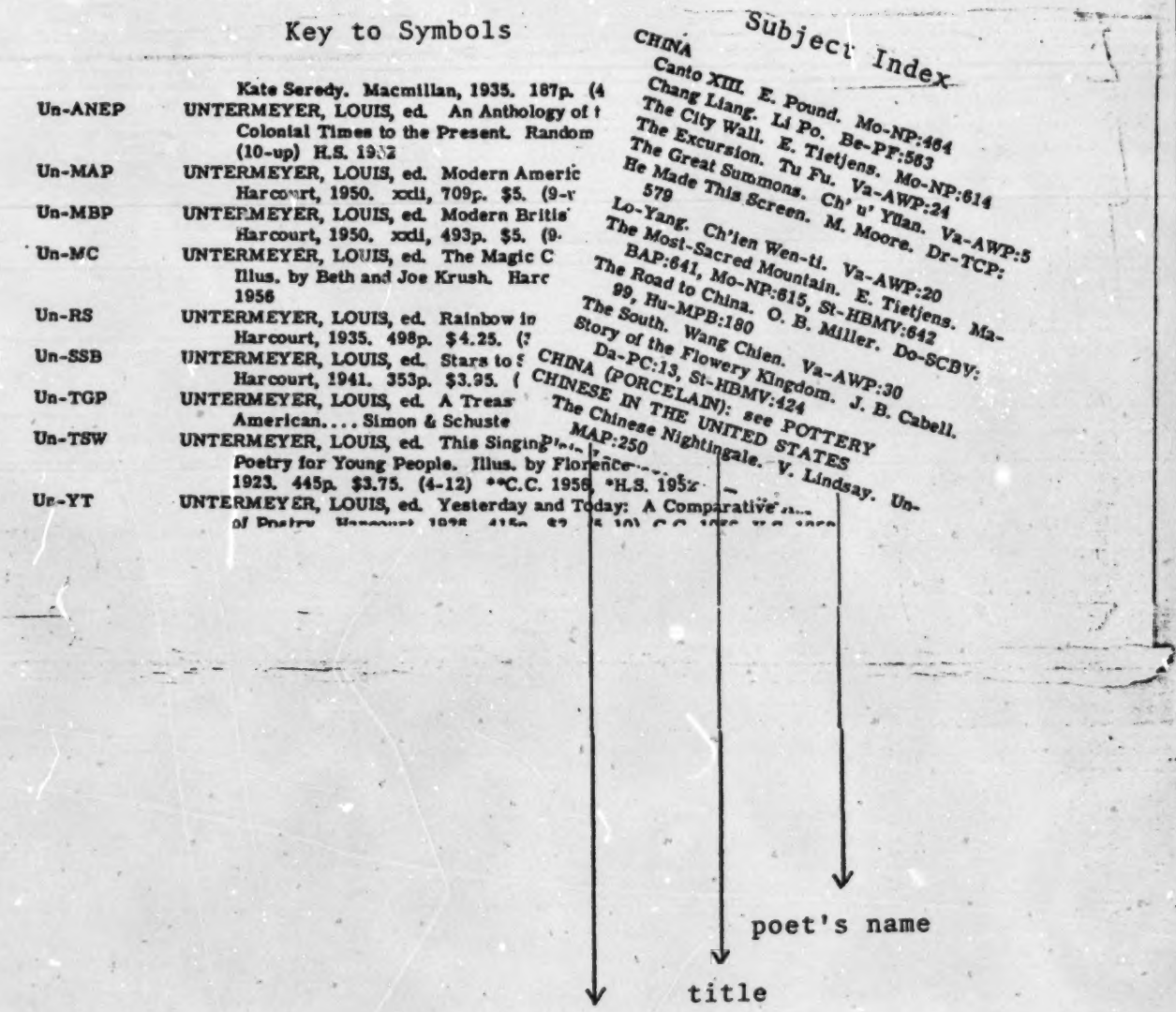
Christmas

Christenings
Christening, The. De la Mare.
Christening-Day Wishes for My God-Child, Grace Lane Berkley H. Coffin.
For a Christening. Watkins.
Gifts. Harris.
It Really Happened. Henley.
To Patricia on Her Christening Day. Price.
When I Was Christened. McCord.

Christmas
Above the Stable. Duffy.
Adeste Fidelis. *Unknown.*
Adoration--A Carol. Clarkson.
Al the Meryere. *Unknown.*
Alchemy. Love.
All You That in This House Be Here. *Unknown.*
Ancient Carol, An. *Unknown.*
"And Lo, the Star!" Haley.
Anc Sang of the Birth of Christ, with the Tune of Baw Lula Low. Luther.
Angelic Chorus, The. Donahoe.
Angels, The. Drummond of Hawthornden.
Angels' Song, The. Sears.
Another Christmas. Baxter.
As I Sat on a Sunny Bank. *Unknown.*
As I Went Out on Christmas Day. *Unknown.*
As Joseph Was a-Walking. *Unknown.*
As with Gladness Men of Old. Dix.
At Christmas Time. Clapp.
At Christmastide. Simmons.
Awake! Glad Heart! Vaughan.
Babe of Bethlehem, The. Beer.

Subject Index for poem title
go ↓ to
Title or First Line Index for symbol
go ↓ to
Symbol Key to Identify anthology title
↓
Use card catalog to find book
↓
Use book index to find poem

Or, you might use Subject Index to Poetry for Children and Young People (Violey Sell, Dorothy B. Frizzell Smith, Ardis Sarff O'Hoyt, Mildred Bakke, American Library Association, Chicago, 1957).


Key to Symbols
Kate Seredy. Macmillan, 1935. 187p. (4
Un-ANEP UNTERMEYER, LOUIS, ed. An Anthology of t
Colonial Times to the Present. Random
(10-up) H.S. 19
Un-MAP UNTERMEYER, LOUIS, ed. Modern Americ
Harcourt, 1950. xxii, 709p. $5. (9-
Un-MBP UNTERMEYER, LOUIS, ed. Modern Britis
Harcourt, 1950. xxii, 493p. $5. (9-
Un-MC UNTERMEYER, LOUIS, ed. The Magic C
Illus. by Beth and Joe Krush. Harc
1956
Un-RS UNTERMEYER, LOUIS, ed. Rainbow in
Harcourt, 1935. 498p. $4.25. (
Un-SSB UNTERMEYER, LOUIS, ed. Stars to
Harcourt, 1941. 353p. $3.95. (
Un-TGP UNTERMEYER, LOUIS, ed. A Treas
American.... Simon & Schuste
Un-TSW UNTERMEYER, LOUIS, ed. This Singing
Poetry for Young People. Illus. by Florence
1923. 445p. $3.75. (4-12) **C.C. 1956 *H.S. 195
Un-YT UNTERMEYER, LOUIS, ed. Yesterday and Today: A Comparative
Subject Index
CHINA
Canto XIII. E. Pound. Mo-NP:464
Chang Liang. Li Po. Be-PF:563
The City Wall. E. Tietjens. Mo-NP:614
The Excursion. Tu Fu. Va-AWP:24
The Great Summons. Ch' u' Yüan. Va-AWP:5
He Made This Screen. M. Moore. Dr-TCP:
579
Lo-Yang. Ch'ien Wen-ti. Va-AWP:20
The Most-Sacred Mountain. E. Tietjens. Ma-
BAP:641, Mo-NP:615, St-HBMV:642
The Road to China. O. B. Miller. Do-SCBV:
99, Hu-MPB:180
The South. Wang Chien. Va-AWP:30
Story of the Flowery Kingdom. J. B. Cabell.
Da-PC:13, St-HBMV:424
CHINA (PORCELAIN): see POTTERY
CHINESE IN THE UNITED STATES
The Chinese Nightingale. V. Lindsay. Un-
MAP:250
poet's name
title
Symbols for the name of the book in which poem can be found

You can use indexes to locate stories too, such as Index to Fairy Tales, 1949-1972 (Including Folklore, Legends & Myths In Collection, Norma Olin Ireland, Faxon, Westwood, Mass., 1973).

Key to Symbols

WILSON – GREEK
Wilson, Barbara Ker. Greek fairy tales. Illus. by Harry Toothill. Cl
Pub. Co., 1966. 229p

WILSON – IRELAND
Wilson, Barbara Ker. Fairy tales of Ireland. Illus. by G. W. Miller. I
1959. n. p.

WILSON – SCOTTISH
Wilson, Barbara Ker. Scottish folk-tales and legends. Illus. by Joan K
(Oxford myths and legends). N. Y., Henry Z. Walck, Inc., 1954. 21

WITHERS – I SAW
Withers, Carl. I saw a rocket walk a mile. Nonsense tales, chants, a
many lands. Illus. by John E. Johnson. N. Y., Holt, Rinehart & Wi
160p

WITHERS – WORLD

Subject Index

China–West (*Continued*)

How people got the first cat
How rooster got his comb
How the cock got his red crown
The magic pancakes at the
Footbridge tavern
The moon and the stars

A Chinese cinderella
HUME – FAVORITE p15-22

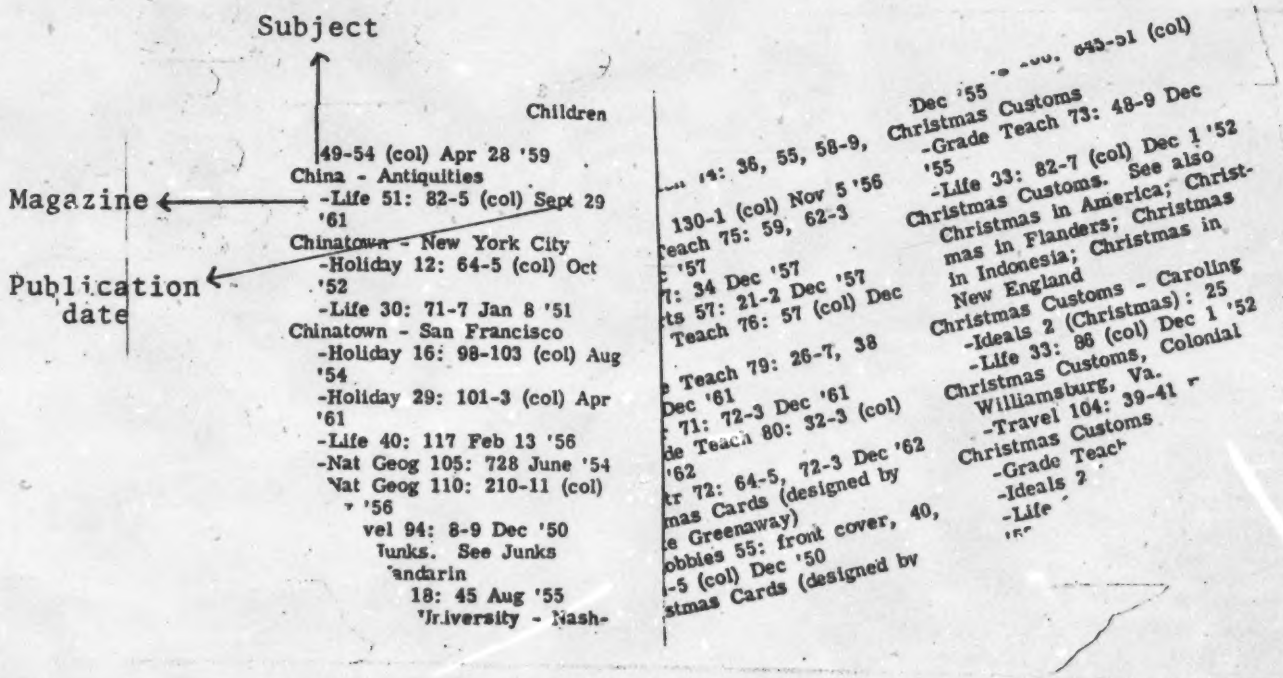
Chinese dragons
JACOBSON – FIRST p13-16

Chinese magnolia
The great bear

Chinese nursery rhymes
MY BOOK HOUSE v. 1 p76-77

Chinese rival storytellers
WITHERS – I SAW p128.

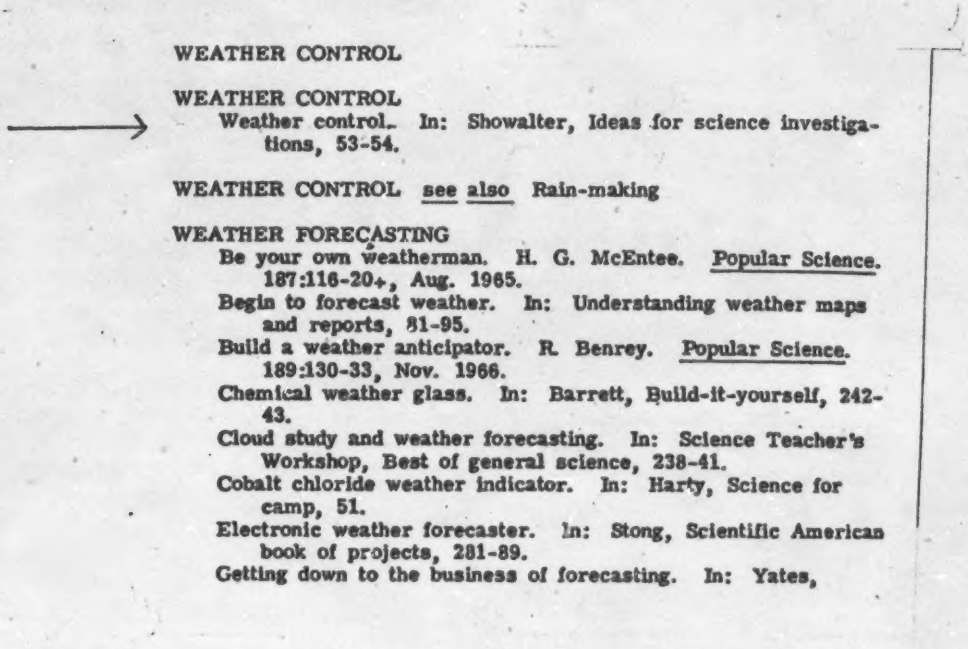
Tired of looking through stacks of magazines for one certain type of picture? See if you can get some help from the Illustration Index, (Lucile E. Vance and Esther M. Tracey, 2nd edition, Scarecrow Press, New York, 1966).


Subject
Magazine
Publication date
Children
49-54 (col) Apr 28 '59
China - Antiquities
-Life 51: 82-5 (col) Sept 29 '61
Chinatown - New York City
-Holiday 12: 64-5 (col) Oct '52
-Life 30: 71-7 Jan 8 '51
Chinatown - San Francisco
-Holiday 16: 98-103 (col) Aug '54
-Holiday 29: 101-3 (col) Apr '61
-Life 40: 117 Feb 13 '56
-Nat Geog 105: 728 June '54
Nat Geog 110: 210-11 (col)
'56
vel 94: 8-9 Dec '50
Junks. See Junks
Mandarin
18: 45 Aug '55
University - Nash-
Dec '55
Christmas Customs
-Grade Teach 73: 48-9 Dec '55
-Life 33: 82-7 (col) Dec 1 '52
Christmas Customs. See also Christmas in America; Christmas in Flanders; Christmas in Indonesia; Christmas in New England
Christmas Customs - Caroling
-Ideals 2 (Christmas): 25
-Life 33: 86 (col) Dec 1 '52
Christmas Customs, Colonial Williamsburg, Va.
-Travel 104: 39-41
Christmas Customs
-Grade Teach
-Ideals 2
-Life

"Okay, I think I've got the idea--there are many different indexes that concern many subjects, but they all use alphabetical order and a system of symbols. These symbols tell where the specific information can be found. Once I've located the place the information can be found, all I need to do is to look in the card catalog and locate the correct book or magazine."

For instance, by using the Science Fair Project Index, 1960-1972, (Janet Y. Stoffer, ed., Scarecrow Press, Metuchen, N.J., 1975), I can find a how-to article to use in a

science unit. I would need to find Showalter's book, Ideas for Science Investigations (pp. 53-54), to locate information on weather control projects.



WEATHER CONTROL

WEATHER CONTROL
Weather control. In: Showalter, Ideas for science investigations, 53-54.

WEATHER CONTROL see also Rain-making

WEATHER FORECASTING
Be your own weatherman. H. G. McEntee. Popular Science. 187:116-20+, Aug. 1965.
Begin to forecast weather. In: Understanding weather maps and reports, 81-95.
Build a weather anticipator. R. Benrey. Popular Science. 189:130-33, Nov. 1966.
Chemical weather glass. In: Barrett, Build-it-yourself, 242-43.
Cloud study and weather forecasting. In: Science Teacher's Workshop, Best of general science, 238-41.
Cobalt chloride weather indicator. In: Harty, Science for camp, 51.
Electronic weather forecaster. In: Stong, Scientific American book of projects, 281-89.
Getting down to the business of forecasting. In: Yates,

Other indexes you might want to see include: Book Review Index, Vertical File Index (for free and inexpensive pamphlets), Subject Index to books for Intermediate Grades, Educators Index to Free Curriculum Materials, or Index to the National Geographic Magazine.

These books are reference books and are usually kept in the library to be available at all times. Therefore, you cannot check them out, but can count on using them when you get to the library. Let's review the procedure you would use:

Use the card catalog to find reference books on your subject.

Write down the call number (top lefthand corner of the card) of the reference book (index, etc.).

Locate the book in the library's reference collection.

Find the key to the symbols, usually at the front of the index.

Find your subject in the alphabetical listing.

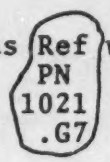
Write down the symbols that tell you where to look for that specific information.

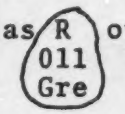
Go back to the card catalog and get a call number for that book or magazine.

Find the book or magazine and locate the appropriate page.

REMEMBER, THE LIBRARIAN WANTS TO HELP YOU, JUST AS YOU WANT TO HELP THE STUDENTS IN YOUR CLASS. You want them to develop into independent learners, but you realize that the process calls for some guidance from you at certain times. This situation is the same in a librarian-user relationship.

SELF CHECK #4

1. Two characteristics are common to indexes: they are in ALPHABETICAL ORDER, and they have SYMBOLS that tell where INFORMATION CAN BE FOUND.
2. Instead of thumbing through a book for information, I should remind my students to look in the INDEX.
3. There are many indexes that give sources of information. These books are found in the REFERENCE section of the library.
4. A call number such as 

would indicate a book that was organized by the Library of Congress System, and would be located in the library at the COLLEGE OR UNIVERSITY, or some other large library.
5. A call number such as 

or

would be located in a public school library that used the DEWEY DECIMAL System of Classification.

INFORMATION SHEET #5

Libraries began as collections of books, even back when books were written on clay tablets. Therefore it is not surprising that there are similarities in the organizational systems of books and libraries. Understanding the organization of a book will facilitate using that book more effectively, just as understanding the organization of a library will facilitate using it.

A nonfiction book contains more parts than a fiction book because a nonfiction book will usually have an index, and frequently an appendix. Let's review these book parts and discuss their importance.

TITLE PAGE--Gives the complete title, author's name, and place of publication. The publication date or copyright date will be given on the front or back of the title page. Often this page will give some insight about the author's credentials. Using the publication date will aid you in determining how reliable the information might be.

TABLE OF CONTENTS--Gives you an overall view of the contents of the book and indicates the pattern used by the author or editor in developing the book: chronological, developmental, etc.

PREFACE OR FOREWARD--Probably the most overlooked part of any book, much to our disadvantage. This is the author's opportunity to tell you why and how the book is designed, or what experience motivated the author to write the book.

We place ourselves at a great disadvantage when we ignore the preface of a book.

TEXT--Constitutes the body of the book.

BIBLIOGRAPHY--Gives the sources of information the author used or some additional sources of related information that the reader might want to follow-up.

APPENDIX--Supplementary material that relates to the contents of the book, yet there was not a suitable place for it to be included in the text of the book. These six book parts provide information that is helpful. For example, to obtain a copy of a book for your own, you could find the publisher's name on the title page. The contents or index of a book will quickly tell you whether the book has the information you desire. Much of the information found in the book parts is given on the catalog card.

On the bottom of the catalog card you find the "tracings." These terms are simply headings that the library has used to describe that book. The book could be located under all of those tracings--like key words in the book index. Just as the author or editor had to make a decision concerning the proper term to use as index headings, the librarian must make a decision about the headings and tracings used in the card catalog. The librarian's job is somewhat simplified by using one of two common systems. It is not important that you understand the two systems, but it is important to know that there is this element of similarity in headings. Most school and public libraries use the same system of

headings, just as most of them use the Dewey Decimal System to organize books by subject.

Libraries try to select the most specific word or words to use as a heading. For instance, a book on Pilgrims would be given that heading unless it was a book that included Pilgrims along with other settlers of the United States, and then it would be listed under the heading, U.S.-History-Colonial Period, 1600-1776. Or a book concerning many tribes of Indians would have the heading "Indians," while another book which specifically concerned Indians of North America would use that more specific heading. Even more specifically, Indians of North America--Art, is a possible heading.

It is occasionally perplexing to think of the term used by the library as its heading, if the card does not tell you to "see" another term. You should ask the librarian or consult a thesaurus for terms with similar meanings. Remember though, to begin with the term you think is the most specific.

Headings may have more than one word, such as Frontier and Pioneer Life. Or, headings may have adjectives that modify the specific term, such as Art, Abstract. These headings change as times change, so you may have to consider the currency of the term when deciding on the most specific one.

SELF CHECK #5

1. The most overlooked part of a book is the PREFACE. It is the author's opportunity to inform the reader of the how and why of the book.
2. A copyright date is the same thing as the DATE OF PUBLICATION.
3. An author or editor often supplies the reader with a list of supplementary sources in the BIBLIOGRAPHY.
4. Subject headings on catalog cards are subject to change when TIMES CHANGE.
5. Libraries use common systems for headings, but regardless of the system used, the object is to use the MOST SPECIFIC word or words.

INFORMATION SHEET #6

In module four we examined indexes that could be located in the library which would lead us to many kinds of information. Indexes are only one type of reference tool, there are many others.

The World Almanac is only one publication that specializes in current information, another similar publication is the Information Please Almanac. Yearbooks also contain many facts and are primarily concerned with the events of the past year. Almanacs are examples of yearbooks, but we generally think of encyclopedia supplements. These books are excellent sources for up-to-date biographies, chronological listings of last years events, and recent developments in science. Your school library probably has yearbooks to complement their encyclopedias. Check these sources for the current information that will make your unit relate to what your students are seeing on TV news and in the newspaper.

Teachers have always taught dictionary and map skills, but have you emphasized the variety that is available in dictionaries? There are many specialized dictionaries that will provide easily-found, concise information. For example, Webster's Biographical Dictionary, Acronyms and Initialisms Dictionary to help explain things like NASA, Webster's New Dictionary of Synonyms, and other dictionaries that provide definitions for music, places, and quotations. The organizational system of dictionaries, regardless of what it defines, is alphabetical order.

Directories are lists that are generally arranged alphabetically like the phone directory. These directories are published to list people and businesses of various groups; such as newspapers, educators, and colleges. The Alabama Directory provides a list of state and county officials and their addresses. It is published annually and can be found at the Reference Desk at the University of Alabama library. Catalogs are similar to directories because they also provide a list of items. Think of the similarity between the telephone directory and a mail order catalog--they both list items.

Other terms that are used to denote reference tools are: guide, abstract, factbook, cyclopedia, atlas, and digest. There are reference books that deal with specific areas, and reference books that deal with general information. If you locate a reference book that has information of interest to you, check the Introduction to determine the organizational pattern of the book.

Significant use of encyclopedias are made in elementary schools. You are probably dismayed at the number of students who copy reports straight from the page of the encyclopedia. One way to combat this practice is by setting an example in the classroom of using multiple sources for finding information, and recording where you found your information. Although all student encyclopedias will cover the same basic subjects, the emphasis of the coverage can be very different.

There are several sets of encyclopedias that are aimed for the upper elementary grades. Let's examine some of the most popular.

Britannica Junior--Although this set emphasizes the social and the pure sciences, it is designed to complement the average grade school curriculum. This set has large print and can be used by students that are not reading at grade level. The index is in Volume 1 and the atlas in Volume 15.

Compton's Encyclopedia and Fact Index--The most outstanding feature of this set is the fact index which is found in each volume. This index not only indicates where information can be found, but actually gives a great amount of information right in the fact index itself. Maps are placed with articles rather than in one volume. Compton's accentuates science and other information that would particularly appeal to children and utilizes letter by letter alphabetizing like the dictionary.

New Book of Knowledge--Illustrations and maps are two outstanding features of this set. There is an index in the back of each volume for that volume. The last volume is an index for the entire set. It has a carefully controlled reading level, and the editors have tried to make the presentations interesting to read. This would be a good set to use with reluctant readers in the upper grades. The emphasis is on science, but this encyclopedia also includes more creative activities than the other sets.

World Book Encyclopedia--Some students think there is only one encyclopedia and use this set as though that were true. Although these books are reliable, thorough, and attractive; this is not the only encyclopedia that should be used. The index to this set is found in one volume, the last one. The maps are found throughout the text. The emphasis is on biography, science, and the arts. Alphabetical order is different in this set, it is word by word.

Merit Students Encyclopedia--Not as well known as the other sets previously mentioned, but a quality set nevertheless. The focus of this set is on the general curriculum, but it is very strong on geographical settings like countries and states. The reading level is somewhat more advanced than some of the junior sets and this set would be good to use with better students. Index for this set is located in the last volume.

SELF CHECK #6

1. Some terms that denote reference books include: ALMANACS, DICTIONARIES, and DIRECTORIES, not to mention encyclopedias.
2. If I need some current information, I should look in one of the YEARBOOKs.
3. Although I generally think of dictionaries as providing the definitions for words, these books can be published to give information about music, PEOPLE, PLACES, and QUOTATIONS, to mention a few.
4. Reference books are found in a special section of the library and are usually marked with an R above the classification number. This symbol usually means that the book may not be checked out of the library, but will remain there for everyone to use.
5. There are many sets of junior encyclopedias that are suitable for the upper elementary grades. Some sets have the index throughout all the volumes, but some have it located in only one volume. The most unusual index in an encyclopedia set is found in COMPTON'S Encyclopedia, where not only sources of information are provided, but a great many items of information are also given.

Absent Reminders

LIBRARIES--and INDEXES--act as though A, AN, THE are not there. This practice saves space and is less confusing. So, you would act as though The Longest Day was simply Longest Day. A Pictorial History of Women in America would be Pictorial History of Women in America. Therefore, when you looked a book up in the card catalog, you would look in a different alphabetical location.

A Tree Huts, Too--find it in the "T" drawer

The Other Way Round--it's in the "O" drawer

An Alphabet--the "A" drawer, but it's A for Alphabet

The Princess and Froggie--that's right, the "P" drawer

Absent Reminders

The Reader's Guide of Periodical Literature is the most frequently used index. You can find current articles on almost any subject, that can be copied on a zerox machine to supplement your Social Studies unit. The illustration below is taken from the Feagley Library Orientation Test for College Freshmen, and it shows you the symbols that tell where the article can be found.

EISENHOWER, Dwight David 8 Title of article
Eisenhower reveals Europe's plight 9 Volume #: page nos
por U.S. News 31:82-91 S 7'51 10 The name of the magazine in which an article by Eisenhower appears

Drive to stop Eisenhower. T. Coffin
New Repub. . . . 11
Why Ike will run; with editorial comment 12 The title of an article
por Colliers 128:16-17+ N 3'51 13 The volume number of this same magazine

The subject heading

3 → ENGLAND--Social life and customs
In the royal footsteps. H. Sutton.
il Sat R . . . 14 The author's name

See also
Elizabethian period
Victorian period

ENGLISH LANGUAGE--study and teaching

Building a background for understanding our language.
E.E. Shepherd. bibliog f Engl J
40:499-505 N '51 15 The date of publication

Hardly my affair. M.S. Marshall. Sch. & Soc. . . Je 16 . . . D 8 '51 16 Month and date of publication

EVERY man has his price; story.
See Laverty, M.K.

FURNAS, Joseph Chamberlin
Road of the loving heart; excerpts from . . .

An excerpt from Reader's Guide to Periodical Literature.

CHINA
See also
Chinese studies
Taiwan
Visitors, Foreign—China

Antiquities

Archaeological finds from the People's Republic of China. il Ceram Mo 23:28-30 My '75

Buried army of Chin. R. Carroll and others. il Newsweek 86:27 Jl 28 '75

Chin Shih-huang find. il Sci Digest 78:13-14 O '75

Making the gallery scene: Archaeological finds from the People's Republic of China. B. Wasserman. il Sch Arts 75:40-3 D '75

Politics and art: Chinese antiquities exhibition. E. Munro. il New Repub 172:30-1 F 1 '75

Sumptuous setting for treasure of Chinese archaeology. il Smithsonian 5:128-9 F '75

Supertomb: Ch'in Shih Huang Ti. Sci Am 233:54+ S '75

Foreign relations
United States
See United States—Foreign relations—China

History

Chiang's China. A. Geyer. Chr Cent 92:428-